

блемы, связанные непосредственно с процессом обучения. В подобных ситуациях профессионализм и мастерство преподавателя характеризуется умением предвосхищать и не допускать подобных конфликтов.

Преподавание английского языка невозможно без трансляции определенных знаний страноведческого характера, а также без сенсбилизации студентов по отношению к англоязычной культуре. Как известно, высокий уровень сенсбилизации достигается путем рефлексии, в ходе которой происходит сравнение элементов двух культур: собственной и культуры народа изучаемого языка. Наличие студентов из государств, где роль женщины, семьи, права в корне отличается от традиционных представлений в РБ, составляет еще одно препятствие на пути изучения английского языка. Коммуникативный компетентностный личностно-ориентированный подход к преподаванию иностранных языков предполагает функциональное ситуативное представление языкового материала. Наиболее эффективным является такое занятие, которое заставляет студентов высказывать собственное мнение в ходе диспутов и дискуссий. Таким образом, роль преподавателя в гетерогенных группах получает качественно новые характеристики. Преподаватель должен транслировать не только толерантное отношение к культуре изучаемого языка, но и к тому многообразию культурных особенностей, которые несут с собой зарубежные студенты.

Вышеизложенная информация дает основание утверждать, что современный преподаватель высшего учебного заведения должен обладать целым рядом компетенций, позволяющих ему эффективно осуществлять свою педагогическую деятельность. Трансформации, происходящие под влиянием процессов глобализации во всем мире, требуют от преподавателя коммуникативно-прагматического подхода к организации учебного процесса, который позволит осуществлять диалог культур и обмен образами сознания.

## THE ART OF TEACHING TO WRITE SUMMARIES

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As a summary is looked upon as one of the types of academic writing alongside with essays, compositions, reviews, etc. it necessitates teaching to write summaries at least in higher school. Some teachers tend to think that summary writing is perfectly easy and there is no need teaching to write ones. They are dead sure that students can write summaries quite well without being much directed by the teacher. However, summary writing isn't that simple. In fact, it's a difficult academic skill and a very important one especially for those who study foreign languages and as such should be taught and thoroughly trained like any other type of academic writing.

There are several terms to identify a short summarizing text of a scientific report or article, fiction book, a play, story, etc. They are: annotation; comments; summary; abstract; précis; synopsis; conspectus and so on. Out of all terms we have chosen «summary» to denote the type of academic writing we teach at Belarusian State University, Foreign Relations Faculty.

It is believed that a summary should consist of 1700—1800 printed characters (not more than 260 words). The thing is that these figures refer to summaries of different scientific texts: monographs, theses, etc. But our first and second-years write essays consisting of 250 words and essays by senior students consist of 350 words. That is why, we came to think that a summary of short stories read by younger students for home-reading should have 400 printed characters (about 100 words) arranged into five sentences. Our senior students read books and write reviews of two or two and a half pages.

As it was mentioned earlier, summary writing doesn't come naturally. Students never did such kind of academic writing at school and they don't have any notion what a summary is or how to write one. When given the assignment to write a summary without any previous explanations or provided with an instruction like: «Write it in your own words», students would: either plagiarize or write a long paraphrasing of the story with such lot of unnecessary details and descriptions that the reader fails to understand what the story is actually about. And on the contrary, they can write excessively short summaries missing key information. And we do not mention a terribly large number of mistakes done.

A summary is rather a short piece of academic writing, nevertheless to write a good summary one has to have comprehensive knowledge. Above all, writing a summary is a very good opportunity for students to demonstrate and to better their grammar knowledge. Some students cooperate with peers while writing and revising processes, which can appear helpful in learning to work in teams.

Writing a summary is an important skill because it improves reading skills and helps students to enrich both their active and passive vocabulary. What is more, while writing a summary the student can realize what he lacks in his English knowledge.

On the other hand, critical thinking and analyzing skills, skills to systemize and pick out the main idea are improved as well. And namely, picking out the main idea is extremely difficult for students

So, now we understand that a summary can be considered as an independent written piece of academic writing and students should be taught the art of writing summaries.

Before giving the first assignment to write a summary the teacher has to lecture his/her students shortly giving more or less detailed account of the above information and presenting all the merits and difficulties of summary writing. Then the term «summary» should be clarified.

A summary is a short text telling what the annotated story is about, noting the key points, without examples and details. The summary text should be easy and interesting to read without terms, figures and fancy words. The aim of the summary is to make the would-be reader who knows nothing of the story (book, etc.) interested in reading the story or buying the book.

There are some rather strict rules to be observed while writing a summary which students need to remember.

1. First of all, linking words and phrases should be used. A list of linking words is provided by the teacher. Some of them are such as:

- **As the story begins;**
- **During;**
- **While;**
- **As/When;**
- **Since/As;**
- **Just then;**
- **After;**
- **Before, etc..**

2. A short story summary should consist of five sentences. The title and the author of the story are given in **the first sentence** of the summary, like:

- **... is a short story written by ..., an English/American/... author;**
- **... is a detective story by ... a famous English/American/... author;**

3. The **second sentence** presents the main idea of the story summarized:

- **The story tells us about...;**
- **The story is about...;**
- **... tells of (hero), who ...;**
- **In ... by ..., the reader is taken into (place/time of story);**
- **...is the story of (hero/action/...).**

4. The **third and the fourth sentences** logically develop the main idea by introducing some facts.

5. And at last, the **fifth sentence** summarizes the information and contains a «seducing» hint to arouse the reader's interest:

- **You will be greatly surprised by the way ... dealt with ... if you read the story.**
- **You can find out what happened to the hero if you read ..., a story by ....**
- **If you read the story ... by ... to the end you will be amazed to find out that ....**
- **To find the answer read this interesting story ... by ... without further ado.**

It is necessary to warn the students that the end of the story summarized is not to be mentioned in the text of a summary (especially, if it is a detective story), never ever like in the example that follows:

**Finally, Mrs. Merrowdene killed not her husband, but the Inspector by poisoning his tea with potassium cyanide.**

The last but surely not the least stage of writing a summary or any piece of academic and not very academic writing is editing which unfortunately is hated by students. The teacher should insistently and repeatedly remind his/her students about the absolute necessity of observing this rule. Moreover, the skill of editing should be paid great attention to and trained steadily.

To this end as one of the methods to teach students the art of editing we would recommend to use a text or sentences with different kind of mistakes. The mistakes (grammar, spelling, stylistic) not necessarily should be found in one sentence or text. Different texts with one kind of mistakes in each

could be used for a start and then texts with miscellaneous mistakes are used for further training and final testing of the skill.

The teacher diligently has to «hammer» into his/her students' heads that a written work cannot be perfect without thorough editing. Here are some hints to help the process:

- **Check your work for spelling and grammar mistakes.**
- **Make sure the meaning is clear.**
- **Distinguish between the main and subsidiary information.**
- **Delete unnecessary details and examples, unimportant information, anecdotes, illustrations, data, etc.**
- **Simplify the text.**
- **Make sure the text is logically connected.**
- **Put the written text aside for some time: the least — for half an hour, the most and best — for some days.**
- **Reread the written text anew,**
- **Read the text aloud (If possible read it to somebody else).**

And now below you can find two examples of summaries written by the first-year and second-year students. The style is original, the grammar mistakes were corrected.

1

The delightful story «Accident» was written by Agatha Christie (1890—1976), one of the most popular detective writers in the world. The catching story tells us about a unique case investigated by a late but still wide-awake inspector Evans, who identifies a Mrs. Merrowdene as the former heroine of a famous lawsuit. The lady once suspected of having murdered her husband but acquitted is married again...

A thrilling plot with an unexpected and dramatic final — nothing could be better for reading in the evening sitting in a comfortable arm-chair with a nice cup of black tea.

2

The amazing detective story «Accident» was written by the world-wide popular English detective writer Agatha Christie. It is about a woman, who had fought for her love. Nothing could stop her, and she was ready even to kill! Mr. Evans, a retired police inspector tries to prevent the possible tragedy.

If you read the story you will be amazed and delighted by the unpredictable end as well as by the professional skill and consummate mastery of Agatha Christie.

3

«Checkmate», a captivating short story, is written by one of the well-known English authors and a former politician Jeffrey Archer. It tells us about a meeting of an amazingly beautiful, sexy woman Amanda Curzon and a daring chess club's captain. You will be greatly surprised to learn that this event leads to a very thrilling game: if he loses, he gives money to Amanda and if the lady loses, she takes off her clothes. If you read the story to the end you will be thrilled to find out who turns out to be the winner.

## **ИНТЕЛЛЕКТ КАРТЫ И ИХ ИСПОЛЬЗОВАНИЕ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

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Обучение иностранному языку в современных условиях требует применения новых подходов, поскольку учебный процесс все больше смещается в сторону самостоятельной работы студентов, что, в свою очередь, требует от преподавателя применения новых наиболее эффективных методов и технологий, позволяющих интенсифицировать процессы усвоения новых и систематизации уже полученных знаний. Сегодня студент должен уметь самостоятельно приобретать знания, применяя их на практике, работать с различными видами информации, анализируя и обобщая, уметь мыслить критически.

Одной из таких методик является технология интеллект—карт. Интеллект-карта или *Mind-map* (англ.) (другие названия: «карта ума», «карта мыслей», «карта мышления», «ментальная карта», «карта памяти», «карта разума», «семантическая карта») это графическое